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 Dr. Lienig  
 EDUC 450  
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Rubric Categories	A, 5	B, 4	C, 3	D, 2	F, 1
<b>Ideas</b>	Clearly related several concepts to answer question	Related several concepts to answer question	Concept answered question	Concepts not well related to answer question	Concepts do not answer question
<b>Conventions</b>	No Errors: spelling, grammar, punctuation, caps & paragraph	Very Few Errors: spelling, grammar, punctuation, caps & paragraph	Some Errors: spelling, grammar, punctuation, caps & paragraph	Many Errors: spelling, grammar, punctuation, caps & paragraph	Rough Draft Quality
<b>Organization</b>	Main Idea, 7 to 5 Supporting Details, Conclusion	Main Idea, 4 to 3 Supporting Details	Main Idea, 2 Supporting Details	Main Idea, 1 Supporting Detail	Missing Main Idea and/or Supporting Detail
<b>Presentation</b>	Professional: Visual & Text white space balance, Font Size, Spacing, Borders, Overall Appearance	Few Issues: Visual & Text white space balance, Font Size, Spacing, Borders, Overall Appearance	Some Issues: Visual & Text white space balance, Font Size, Spacing, Borders, Overall Appearance	Many Issues: Visual & Text white space balance, Font Size, Spacing, Borders, Overall Appearance	Rough Draft Quality
<b>Voice</b>	Very Strong-> Convincing, Writer's voice heard, Passion, Wit, Humor, Unique	Strong-> Convincing, Writer's voice heard, Passion, Wit, Humor, Unique	Is-> Convincing, Writer's voice heard, Passion, Wit, Humor, Unique	Mildly-> Convincing, Writer's voice heard, Passion, Wit, Humor, Unique	Rough Draft Quality
<b>Argument</b>	The argument is clearly stated with at least 5 supporting details	The argument is clearly stated with at least 4 supporting details	The argument is stated using 3 supporting details	The argument is unclear with only 2 supporting details	The argument is unclear with 1 supporting detail

<b>Evidence of Research</b>	There is clear use of the book and at least 2 outside resources	There is notable use of the book and at least 2 outside resources	There is little use of the book and at least 1 outside resource	There is little use of the book and no outside resources	There is no use of the book and no outside resources
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<b>Grade</b>	Teacher Rubric Settings: t02560ff awegner _
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## The Giver

Student will be given a topic from The Giver that they will have to create an argument for if it is right or wrong

Topics:

- Having a career chosen for you
- Wearing uniforms
- Jonas made it to a community in the last chapter
- Apologizing in public
- Jonas giving the memories to Gabe
- Children being assigned to a family
- Any topic of their choosing that they clear with the teacher

After reading the book, students will chose a controversial topic of their interest and create a PowerPoint presentation stating their argument. The presentation should consist of a clearly stated argument and evidence from the book, as well as outside resources to support their claim. The outside resources can consist of articles online as well as interviews with people they encounter. Articles and interviews must be reputable and coincide with the book. The duration of the presentation should last no longer than 5 minutes. After they have completed the presentation, their peers will have the opportunity to rebuttal the argument made. The presenter is allowed to then make one final statement. Then the class will vote if the presenter made a sound argument.

Students will be motivated to do this project because they will have chosen the topic to debate that they are passionate about. Through the presentations, the teacher will be able to see the students reading comprehension, ability to use text to support an argument, and how to present an argument. Students will also have the opportunity to research their topic to make their argument plausible. After viewing the presentations, the teacher will be able to decide if the students are fully comprehending the text and can therefore see if there are concepts that need to be revisited.

Prior to the project, students will be given the rubric and an in depth explanation of the project so that they can be successful and know the expectation.

Standards being assessed:

- 7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.5.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.5.6.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
- 7.5.8.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- 7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence.
- 7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 7.9.4.4 Present claims and findings, respect intellectual properties, emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 7.9.5.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points